

UNIVERSITY OF TORONTO

graduate

APRIL 1975



800 'WOMEN AT NOON' - SEE PAGE 9



The proper study
of mankind is man

ALEXANDER POPE 1733

Today it's becoming
the study of

Women

graduate



Informality marks this Women's Studies class, led by the author of the article below. (Her back is to the camera.)

We have studied money...we have studied the moon—

now we are well into

Women's Studies

By Ceta Ramkhelawansingh

The University of Toronto has not escaped the effects of the women's liberation movement of the late sixties, although one suspects that many senior academics and administrators wish that the movement would disappear. The popularization of the women's liberation movement can be felt at almost every cultural and economic level of North American society, and the United Nations has declared 1975 to be the Year of the Woman, thus extending the visibility of the movement to an international level.

During the late 1960s, women students at the University of Toronto rebelled in a number of ways. They invaded Hart House and demanded that they be served in the Arbor Room. They distributed birth control information when it was still illegal to do so and arranged abortion referrals. They organized against compulsory physical education requirement for first year students. In March 1970, the University experienced its first sit-in over the issue of day care. Since that time, and after five years of negotiating, the University has reluctantly recognized day care as an issue of concern.

Five years have gone by since the day care sit-in and the University has taken another step — willingly or unwillingly, it is difficult to tell. Now the Faculty of Arts and Science offers an undergraduate program in Women's Studies.

The seeds of this program were sown a long time ago. Prior to 1971-72, when the first

formal women's courses were offered, some women faculty attempted to teach women's studies by disguising the courses that they were already teaching. The first three courses in Women's Studies were offered in the History, Sociology and Interdisciplinary Studies departments. Since the first year of such offerings, more courses have been introduced in other departments.

The question remains, why women's studies? The established bodies of knowledge within the social sciences have been developed and taught for the most part by male academics, who have tended to ignore women; or, if they considered them, did so within a very traditional framework. This point is illustrated to some extent by the inaccuracies and misinterpretation of female sexuality, and in the assignation of passive characteristics to women as being natural and inherent.

One suspects that the primary reason that the study of Women is so far behind the study of money and the moon has to do with the small numbers of female academics. Academic survival requires that female academics conform to those standards established by men before them. Of course women students are not encouraged to enter university, let alone graduate school, and role models are far and few between. In fact, many students finish their university careers without coming into contact with any women professors. If a woman has actually enrolled in the School of Graduate Studies, she will find that at least 90

per cent. of the staff is male, and that the likelihood of finding someone who will supervise research on women is slim.

Women's Studies has two basic goals. The first is to teach students what the lives of women were like in the past, their accomplishments and contributions to intellectual, political and economic life. It is important for students to know what women did, while men were politicians, statesmen, judges and military leaders, as the information that one receives about one's past affects one's understanding of society. Students should also learn that the women's movement is not new, but that women have been actively struggling for the past 600 years at least, because they have not been satisfied with the roles that society cast for them. It is easier to ignore a social movement if you can pretend it is a fad.

The second goal of Women's Studies is to encourage research and the development of new ideas, especially in those disciplines which consider only the reproductive function of women, and which expound the norm of female behaviour as neuroticism within the nuclear family. The analytic tools of most disciplines can be used to evaluate issues such as what is the relationship between production and reproduction? What is the social value of child rearing, and why does our society not provide directly for the maintenance and rearing of children?

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HE MUST WRITE FOR LIFE

By Bob Steklas

On the last day of January 1969, one of Czechoslovakia's most important, contemporary novelists quietly left the country with his wife, while passports were still relatively easy to acquire. The liberal Dubcek regime was in its death throes. It was time, Joseph Skvorecky had decided, to leave while the opportunity still existed.

Since 1948, after he had finished writing his first novel, Skvorecky, now a professor of English at U of T's Erindale College, had been fighting Communist authorities and censors over the right to publish his works. Government officials had seen fit not only to ban and publicly criticize some of his novels, but had even confiscated one manuscript while it was still in the publisher's desk.

Writing for him is life itself

One must understand that for Skvorecky writing isn't only an occupation. It is life. Writing is as much a part of his nature as that slightly boorish look he still retains after 50 years. In the 1930s, as a youth recovering from pneumonia, writing had become a form of mental therapy, a way through which Skvorecky was reaching out for self-recognition.

Skvorecky was recalling these younger years of his life during a recent interview at his renovated Sackville home in Toronto's Cabbagetown. Speaking in a dispassionate tone of voice, as if he was describing not his life but someone else's, Skvorecky looked at his career as a writer from an analytical and philosophical perspective.

"I sense I am a typical Freudian case," Freud said about writers that they desire fame, money, and women, and start by writing down their dreams." (Here he took time to explain that for him fame and money were not really that important.)

"I was sick and weak and couldn't distinguish myself in athletics like other boys. Instead, I had to stay indoors and because I was an only child with little to do, I spent my time reading and writing."

Skvorecky's first piece of writing had been inspired by an obscure Canadian author of adventure novels about hunters and trappers in Canada's northlands. The stories were intended to form a trilogy but, as Skvorecky remembers, the last volume was never completed.

"So I wrote it. Of course, it was only a short story but to me at that young age it seemed like a book."

A popular — but frustrated — author

He couldn't know it at the time but Skvorecky was eventually to become one of the most popular Czech writers, and a frustrated one as well. Censorship — a word that enrages any artist — had been imposed by the Communists in Czechoslovakia after it had been liberated from the Nazis. Skvorecky talks about censors as one speaks of the Black Plague: there are not many good things to say about it.

Yet his voice has none of that emotional charge, even when it condemns. The words flow slowly but without hesitation, like creeping lava ravaging a countryside.

"Who would become a censor?" he asked me, before proceeding to answer his own question. "Only lazy, foolish, bigoted people who like to correct others. They are a bunch of idiots who see the devil everywhere, even where he is not. A female censor even classified one of my novels pornographic because I used the word 'bodom'."

But Skvorecky explains that censors are only part of the system. They receive their guidelines from the Central Committee of the Communist Party, which constrains and res-



Josef Skvorecky

tricts the creative range of writers and filmmakers through a narrow philosophy called socialist realism. These words may not signify much to North Americans, but in Communist countries it means that a writer must describe the state of society, not as he sees it, but as government authorities officially interpret it.

Realism without very much realism

"Socialist realism is a perverted romanticism," says Skvorecky matter-of-factly. "It's called realism but there is very little realism in it. It asks the writer to distort reality by building up the rosy aspects of life while playing down its darker sides. It's as the 19th century American writer, William Dean Howells once said: 'The rosy aspects of American life are the more American.'"

Censorship had become so entrenched in Czechoslovakia just three years after the Communists had taken over that Skvorecky had resigned himself to writing for the desk drawer. "I assure you that there are many such writers. There exists very fine desk drawer literature in Czechoslovakia."

But his first novel, *The Cowards*, which critics have acclaimed as one of the most artistic and politically influential literary works in the country, was published in 1958 — a brief period of political relaxation had been realized when Nikita Kruschev assumed power in the Soviet Union.

Within a month, however, *The Cowards* had been put on the books-to-be-censored list by the Central Committee of the Czechoslovakian Communist Party. A short, political struggle between Stalinist and liberal factions in the party ended with the Stalinists eventually gaining the upper hand. Hence, the short life span of *The Cowards* on the shelves of Czech bookstores.

Skvorecky remembers the days after the Stalinist victory as if they had happened yesterday.

The penalties of an author's popularity

"Every day for two weeks there was a negative book review in the press. I was called an anti-semite, a fascist, and a capitalist lackey. I was fired as the editor of a literary bimonthly. A half-dozen other people connected with the publication of the book were also fired."

One literary critic who had the courage and audacity to praise the book before it was banned couldn't find a job for two years. Skvorecky himself was forbidden to publish

EXPLANATION AND APOLOGY

There was an unseemly delay in the arrival of the January issue of the Graduate because of disruptions in the postal service. We regret and apologize for what happened, although it was beyond our control. Whenever the mail stream is interrupted, third class mail, which periodicals such as ours must use, is the last to be handled when service is resumed. As the Post Office seems constantly to be under threat of disruption, future delays are possible, and we ask for your understanding.

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TEACHING OR RESEARCH?

One way of resolving an academic dilemma

By W. Warwick Sawyer

Those faculty members who oppose parity urge that it is impossible for students to judge correctly the value of research at an advanced level, and therefore students should not decide questions of appointment and tenure.

Those who favour parity argue that students have a great interest in good teaching and that student representation in such matters will tend to improve the university as a teaching institution.

Both contentions are extremely reasonable. When two reasonable views are brought into direct conflict, it would seem sensible to anyone with an analytic mind to examine the situation that has produced such a conflict.

But the whole set-up of the university is such that it cannot perform the functions expected of it.

Consider a typical situation — a professor lecturing to an audience of a hundred students. There are circumstances in which a lecture is effective, as, for instance when a scientist announces a new discovery to other scientists. Lectures in general are successful when given to an audience that already has a firm grip of the subject.

Lecturing is not teaching

Lecturing is quite different from teaching. Teaching is appropriate when students have gaps in the knowledge expected, or misunderstandings, or even (as certainly can happen in mathematics) a completely distorted view of the nature of the subject. Teaching is a matter of identifying individual weaknesses and correcting them. Lecturing is talking; teaching is listening. It is impossible to listen to a group of a hundred.

Not all students entering our universities are in need of teaching but clearly many are. Some need very elementary remedial teaching. Now professors are neither selected nor trained for such work. They are selected and trained for ability in research work in advanced branches of some subject, and their advancement depends on such research. If anyone thinks I am putting this too strongly, I would ask what advice should be given to a young professor who sees no prospect of a vacancy in his or her present department and wishes to be advised to devote time to helping individual students in some enormous class, or to try to publish a couple of good papers?

The universities of the world, in its present phase, are designed to attract those with a passion for research (which is an honourable quality) and, since competition is keen, to direct their major efforts into research work.

It will happen that, in spite of selection, in spite of training, in spite of economic pressure, some professors will make great efforts to teach well in the impossible conditions with which they are confronted. But good administration is not a matter of relying on stalwart souls who will swim against the stream; it consists in providing a stream that will urge people in the direction we want them to go.

This argument suggests that there should be two kinds of posts in higher education. Some posts would be clearly designated for research workers, who would give a few lectures to anyone capable of understanding them; other posts would be for teachers, who would deal with small groups of students and try to teach them at their present level.

It may be objected that this is an elitist view. But at present we have elitism through the back door. Throw a hundred or so students into a large lecture. Some, either from natural intelligence or from earlier good teaching, will benefit. Others, finding themselves faced by a task which they are totally incapable of mastering, will be frustrated and harmed.

My feelings on this question go back to the time when I first taught — or attempted to teach — a mathematics first-year class of 130 students. I was aware they would have difficulties. I duplicated all the information they needed and handed it out. The entire "lecture" periods were spent in answering questions and solving problems. I was in the lecture room before and after the lecture and encouraged students to discuss difficulties in small groups. At the end of the year I found that 30 per cent. of the class had felt themselves so insecure that they had never asked me any question. The experience was damaging to them and unsatisfying to me. It had no conceivable relevance to democratic ideals in education.

It was a great contrast to my experience, years earlier, in a college of technology which was a genuine teaching institution. We taught at every level from elementary to post-graduate. The plan of the building was noticeably different from university buildings here. One



A master researcher and a great teacher. Dr. Charles Best comes back from retirement to talk to 20 first year chemical engineering students. Dr. Best is seen here in front of a slide of the late Sir Frederick Banting, his co-worker in the discovery of the insulin hormone.

room held as many as 50 students. Most rooms would hold 30 students, and frequently had 24 or less. Every class, at whatever level, was attempting some task they might reasonably hope to achieve. Personal relations were good and the work was extremely satisfying.

As this was in Britain immediately after World War II, the financial resources for education were much less than they are in Canada today. The economics of the institution clearly depended on the fact that it was not primarily a research centre. Teachers taught for 22 hours a week. A research worker, in the intensely competitive situation today, can hardly be expected to teach for more than six hours.

Utilizing wasted teaching ability

In Canada today there would be scope for some advanced teaching posts with somewhat less than 22 hours but considerably more than six. The purpose would be not to advance knowledge but to disseminate it to potential users. The holders of these posts would have to be good enough at their subjects to understand advanced work, and sufficiently skilful as teachers to make it understandable to a fairly wide circle. This incidentally would make use of teaching ability that at present is

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Needed: 'more than your tax dollars'

Professor Jill K. Coway, Vice-President-Internal Affairs, who becomes president of Smith College, Northampton, Mass., on July 1, has made a strong appeal for the private support of university needs that are not being met from the public purse. She made the plea in an address to the Canadian Club of Toronto. Excerpts from the address follow

Since its origins in medieval culture, the university has had three essential functions: the creation of the knowledge, the transmission of knowledge to the young, and the training of professionals in skills denied from the applications of knowledge. Since the utility of training the young in the skills of a culture and of developing competent professionals is self-evident, these two activities are well supported in any efficient modern state. However, the role of the state in patronizing or supporting creative thought and research has been much less striking. There has been an ambiguous relationship between achievement in the creation of knowledge and public support. There must be external support for research activity if it is to occur at all. It is not something whose utility is immediately apparent. Ideas and discoveries do not pay unless mechanisms exist for their profitable application and exploitation, so that the researcher must be supported for the activity itself, rather than for quantifiable results. Research has been an activity which gains little popularity in democratic societies

because not all of us can be creative thinkers and to claim the right to be a creative thinker smacks of elitism and privilege. In the United States, the extraordinary creativity of the scientific community has been the result of private support derived from business and the great philanthropic foundations. In this way the virtues of private support for the creative thinker have been blended with public support and the drive to make higher education accessible to the evident possible public.

In my native Australia, there has been much hostility to the pure researcher, and support for research in the sciences, social sciences or the humanities has been limited and has come exclusively from government. The dragging and the lack of resources has resulted in an intellectual migration for which Australia is famous, not merely of the scholars, but of young students wishing to learn where the best minds were to be found.

When I arrived in Ontario a decade ago, there was a sense that under public patronage a great university system was being built for which there was a commitment to support research as well as undergraduate and professional education and in which, under the formula system of financing, there would be freedom for individual centres of excellence to



"It is important to have a Northrop Frye give meaning to our experience."

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TEACHING OR RESEARCH



Continued

wasted. At present a student who is doing well in graduate school, who would like to extend his or her knowledge further, but whose interests are in teaching rather than research, simply has nowhere to go. In most secondary schools he or she will have very limited time and library resources for keeping up to date, and the universities have no interest in him or her.

As for students who at present enter university with insufficient preparation, I hope we shall not look for a solution by giving them another year or two before they come here. One of the evils of modern society is its tendency to prolong infancy indefinitely. At an age which, in medieval times, in antiquity or in tribal society, would be regarded as fully adult, people are still being treated like children — and this is one cause of unrest.

There are instances where the change from mass lecturing to teaching in small groups could be achieved by transferring a topic from

university to secondary school. For instance, we have some enormous classes dealing with very mild introductory calculus. In a large part of the world, it is taken for granted that such work belongs well inside the secondary school curriculum, and indeed it is very much more effective to teach it at that level provided two conditions are met — that the teachers are mathematically competent, and that they have grown up in a tradition of teaching mathematics clearly, simply and with insight.

This brings us to another sphere in which our present post-secondary education is failing to perform an essential function, that of preparing future teachers. Since 1965 I have met, in the Faculty of Education, graduates of this and other universities who intend to teach mathematics. A significant proportion of them are competent neither in the work they will have to teach in schools, nor in the content of courses they have passed at university with good grades. This is further evidence, in a most vital area, of the ineffectiveness of the mass lecture, as a means both of teaching and of testing achievement. It certainly does not provide students with a model of lively and stimulating teaching.

So long as we are content to work within the existing framework, we are not merely failing in our obligations to present students, we are undermining the future foundations of the university itself.

Warwick Sawyer is a professor jointly appointed to the Department of Mathematics and the Faculty of Education. A Cambridge graduate, he taught in England, Scotland, Ghana, New Zealand and the U.S.A. before joining U of T in 1965.

Needed: 'more than your tax dollars'

Continued

develop, and for them to produce in time the new knowledge which is essential to the vitality of academic institutions. Now of course the tide of sentiment has changed. It is quite clear that a course is now being set by government and the civil servants responsible for planning the Ontario higher educational system which will follow the Australian model, will limit the opportunities for the creation of new knowledge, and will assign support to only two functions of the universities in the province: the transmission of established knowledge to the young, and the training of competent professionals.

Cannot accept deterioration

All of us in the universities must exert every energy to preserve the third function, currently so undervalued, against the political pressure of contemporary society even though we naturally accept the process of decision making. This change in priorities in the public sector merely raises questions about locating new sources of support. It cannot lead us to accept deterioration in the quality and vitality of what we do.

We have some difficulty in making people understand why the function of research is so essential because the creation of new knowledge is not really susceptible of cost accounting. We cannot explain to the public in advance of creativity why it is necessary to have a Banting and Best thinking about the problems which led to the discovery of insulin, or why it is important, in advance of the creative insight, to have a Northrop Frye using his critical powers to enable deeper and deeper understanding of the working of the literary imagination and the cultural symbols which give meaning to our experience. It's hard to explain clearly that the new insight is arrived at by a different process from the communication of the established one in teaching, and that research or creative thinking take time to mature and the results are not as quickly evident as numbers taught or examinations administered.

It is apparent that the civil servants who advise government on these matters are either unwilling or unable to become strong advocates of this third and essential function of universities. The priorities for the public support of housing or welfare are easily articulated, and the civil servants responsible in these areas can readily become the advocates of their service to those in political power. It's harder to do this for scholarly activity and so, because one can't

quantify the value of knowledge for the human spirit, it's very easy to focus attention on numbers taught and operating costs of physical plant.

In this predicament it seems to me that Ontario's universities have only one option — they must bring their needs clearly before the private sector and look for radically new levels of private support for the university functions which are not receiving adequate public funding. I am less hesitant than I might once have been about making this statement because I am moving towards a position of responsibility for a private institution in the United States, and so I am becoming better and better informed about the creative interplay between privately and publicly funded institutions which is the great strength of the American educational system. I have frequently encountered in Canada the argument that private funding of education on the scale practised in the United States cannot be contemplated because Canadian society lacks the great fortunes and the great philanthropic foundations which are the key source of support for education in the United States. Now that I am becoming familiar with the levels of alumni support and corporate giving which make private institutions possible in the American context, this familiar Canadian argument seems to have little merit.

Responsibility and commitment

What is different in the Canadian context is not the resources available but the sense of responsibility for and commitment to education in the private sector. As I leave Toronto, it is with a sense of deep disquiet and concern for the future of higher education in this province. It appears to me that the great advances made in the 1960s when the province acquired the educational resources to train its own professionals, to educate its youth and to develop its own creative scholars will be lost unless you and the public are willing to give your backing to the scholarly excellence which is no longer claiming the support of the public purse. The excellence, if supported and allowed to mature, will in time produce a very lively garrison indeed for the fortress culture but I fear that, unless you are willing to give it more than just your tax dollars, the fortress will fall into disrepair and the liveliest troops will choose to serve elsewhere.

The common front

The government under campus fire



The Hon. James Auld, Minister of Colleges and Universities, looks for an answer to a question fired at him during a visit to U of T to explain the Ontario government's policy on grants to universities. The sparsely attended meeting was sponsored by the campus Conservative club.



More than a thousand — students and staff alike — turned out two days later for a rally in Convocation Hall (above) to protest the inadequate financing. Mr. Auld, invited to be present or be represented, was not there because he was on tour of other universities across Ontario.

"Common front" speakers opposing governmental financial policy included representatives of the Faculty Association, Staff Association, Canadian Union of Public Employees, Students' Administrative Council, and Graduate Students' Union. The audience unanimously endorsed a condemnation of what the speakers called "cutbacks".

But the Minister had already made it clear that the percentage of Ontario revenue going to post-secondary education was not likely to be changed. He described the new grants program as "not unreasonable, given the availability of provincial resources."

Brush a dog? Chase out mice?

*Students can fill even off-beat
jobs through Career Counselling
and Placement Centre*

By Paul Carson

"I've got an old English sheep dog who needs brushing every day. Can you help me?"

"Can you find a student who'll chase the mice out of my attic?"

The callers were two alumni with recent but not very typical job offers for the University's Career Counselling and Placement Centre. Fortunately for the dog and unfortunately, presumably, for the mice, the Centre staff soon located two students to fill these unique summer jobs.

"We have almost 7,000 students using our facilities to find summer jobs, but I can't imagine that too many of them will end up brushing dogs or chasing mice," says Eve Paley (Vic '70), co-ordinator of the Centre's summer and part-time job program.

Because of the heavy demand for space in academic buildings on the St. George campus, the Centre has had to be located in an office building at 344 Bloor Street West, just beyond the north-west limits of the campus. However, the location hasn't affected the level of service. Each day hundreds of undergraduate and graduate students register for the on-campus recruitment program, the permanent job registry, or perhaps the confidential dossier service available to students planning an academic career.

More alumni are becoming interested

"I'm glad to see that we're getting more alumni involved with our activities," says Rivi Franklin, the Centre's very busy director.

Alumni contacts with the Centre are usually those offering a job or looking for one, but this apparently simplistic answer doesn't begin to do justice to the variety of facilities offered at the Career Counselling and Placement Centre.

"Most of our alumni probably don't realize that they're entitled to make use of all our facilities, so if they are job-hunting or planning to return to the work force we can certainly provide assistance," explains Ms. Franklin (UC '68, Child Study '69).

"Many alumni may remember the old Placement Service that started after World War II to assist the many former servicemen who returned to the University in the late 'forties," she said. "But we've expanded tremendously from those initial efforts, especially since a varied program of career counselling was added in 1969."

Successful completion of just one course in any University division or faculty enables a student to make use of the many distinctive services operated by Ms. Franklin and her staff. The traditional on-campus recruitment program operates each fall, matching graduating students with prospective employers for full-time permanent positions.

However, a job-hunting alumnus or alumna would likely be directed to the permanent job registry co-ordinated by Elizabeth Sacco (SMC '70) who continually updates a reference service for between 500 and 700 students and alumni seeking a permanent job.

"More than 60 per cent. of our applicants have at least two years' working experience," says Ms. Sacco, "and I'm continually amazed at the wide variety of interests and aptitudes they can offer a prospective employer."

Several hundred jobs needed

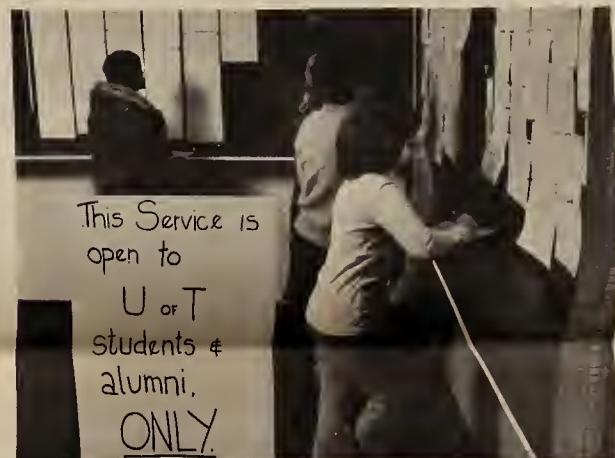
Members of the alumni and teaching staff probably can contribute several hundred temporary summer jobs to the rapidly growing lists which seem to cover the Centre's walls like psychedelic wallpaper. "We hope that alumni who have job vacancies over the summer will consider using the Placement Centre instead of government or private employment services," says Ms. Paley.

Jobs can be listed simply by phoning 928-2537 and



Rivi Franklin, CC & PC director

Eve Paley (left, pointing) helps student at the summer job board



Students consulting the registry of permanent jobs available

supplying a detailed job description. "We can virtually guarantee replies from numerous eager students representing almost every imaginable combination of academic, personal and employment background," she adds.

Alumni as prospective employers can benefit from using other Centre services says Ms. Franklin. Alumni may have a distinct advantage over other employers, since they are familiar with the academic traditions of the University and have a good idea of the training and intellectual discipline students will bring to their companies.

"We can do the pre-screening of applicants and set up an interview schedule either at the Centre or in a location right on campus such as Engineering or Management Studies," she explained. And, as with all of the Centre's services, this assistance is absolutely free for both students and employers alike.

At this time of year, the main emphasis is on summer jobs, but come the fall about 200 major companies will initiate on-campus recruitment programs that eventually should result in almost 1,500 new jobs for members of the 1976 graduating class. "These are mostly the traditional corporate positions offered to engineers, commerce and finance students, and graduates in Management Studies," says co-ordinator Jan Strater (Vic '72). Alumni who are in a position to offer this type of permanent employment to students should register in August or September, advises Ms. Strater. "That's how I found my job here, by registering the Placement Centre a few years ago."

The rush for summer jobs has added more paper work to the expanding files maintained by librarian Karen Humphries (Ryerson '73) who somehow manages to cope with a collection of 600 books stud-

company directories plus countless thousands of pamphlets and job descriptions issued by over 1,500 prospective employers.

The Centre library also has a large collection of university catalogues for all Canadian post-secondary institutions as well as many schools in the U.S. and England.

However, the most popular item in the library is the Centre's own handy reference book which explains how to effectively complete a personnel form and resume. "It's amazing how many jobs can be gained simply by knowing how to fill out a resume properly," Ms. Humphries observes.

"Students and alumni shouldn't hesitate to use our facilities whenever necessary," suggests Ms. Sacco, "since our counsellors can often demonstrate how some abilities gained outside the classroom — for example, in extra-curricular activities such as drama or clubs, can be used to great advantage when seeking a job."

The expanded variety in courses possible under the New Program in Arts and Science is also an advantage, she says, since a student can graduate with demonstrable experience in such important business-related courses as economics and computer science. "English majors should realize that they probably won't get jobs in journalism or publishing and consequently they must broaden the range of activities and interests."

A loud ring on a nearby telephone results in a brief distraction and some hurried scribbling. Somebody wants a researcher for 23 Indian bands in Northwestern Ontario. Any takers?

Paul Carson, B.A. '67 (St. Michael's), is on the staff of the Department of Information Services



Audience for 'The Satisfactory City' seminar



Rhoda Weltman, Chancellor Eva Macdonald, Ann Chisholm (UCAA committee), Vera Avery, chairman



Prof. Blumenfeld, Mr. Moriyama, Mr. Soberman, Barbara Woods



Eddy Ackerman, Prof. Lithwick, Ald. Kilbourn, Prof. Michelson

THE SATISFACTORY CITY: *The U.C. Alumnae symposium 1975*

By Eleanor Ward

The belief that Growth is Bad is a myth say some of Canada's leading thinkers on urban problems. Size is not the problem—it's planning, they say. Toronto, for example, is at a crucial point in its development: it may survive as a "satisfactory city", and it may not. The average citizen feels a growing sense of fatalism and helplessness about the future of the city. But experts at the University College Alumnae Symposium on "The Satisfactory City" all share a sense of optimism.

William Kilbourn, "reform" city alderman, believes that Toronto still has a chance to make a choice about the kind of city it will become. He posed this crucial question in a recent article, *Toronto the Crossroads*: "Will we mix land uses—stores and houses and offices and light industry—and will we mix income levels and class and ethnic patterns to produce that diversity and constant mutual support... or will we try to separate uses and people into tight compartments... Manhattan plus layers of continuous sprawl?"

But Hans Blumenfeld, U of T professor of urban and regional planning, believes that the fate of a great Toronto megalopolis is "a complete fantasy". He disputes the possibility that Toronto is even facing a period of unprecedented growth. In fact, he told the symposium that the rate of growth will slow down, because rates of birth, immigration, and rural to urban migration are all decreasing.

Canada, Blumenfeld pointed out, had boosts of growth in two 20-year periods—1901 to 1920 and 1941 to 1961—in each of which the rate of growth exceeded 100 per cent. The projection for 1961–1981 is only between 60 and 70 per cent. Canada, including southern Ontario, is one of the least populated countries in the world, he said. The predicted size of greater metropolitan Toronto area by the year 2000 is 5 million people within 2000 square miles. If the density remains the same as it is

today, only one-quarter of the area will be urban and three-quarters will still be rural.

The conference began at 10 a.m. in the dark depths of Hart House theatre. It was one of the few beautiful sunny days of a Toronto winter, so with a certain amount of reluctance we left the city behind and went in to discuss its fate. Alderman Kilbourn was in the chair.

Of the different solutions offered for the survival of this city, I think the most realistic one came from Richard Soberman, a civil engineering professor at U of T and author of a \$1.2 million, 2½-year transportation study for Metro (which has unfortunately triggered the Spadina controversy again). Soberman peppered his speech with witticisms, anecdotes and frequent condemnations of everyone, but eventually came out with a call to action for the citizenry. He stressed the importance of an informed, active public, with access to information, to operate with planners, to participate in decision making—people who want to get things done.

Like Soberman, Raymond Moriyama, architect and planner, sees the way to the Satisfactory City through its people. Moriyama spoke only abstractly, defining a concept of the interrelationship of systems. Ideally, he sees the organic hierarchy of human needs converging and co-existing with the inorganic hierarchies that make up the city. If man becomes aware of the tremendous repercussions of any one action within a delicate network of parts he will face any action with humility and restraint. "The crucial thing," he says, "is the rate of change, so it's important that change is well managed".

Diversity is what the future of the city is all about. So says N. Harvey Lithwick, a professor of economics at Carleton University, who was instrumental in organizing and setting up the new federal Ministry of Urban Affairs and Housing. He considers that the chief characteristic and the very essence of a Satisfactory City is its diversity. He argued that many of the problems we are encountering have less to do with

the essential situations cities find themselves in than with people's inability to do something about them. For him, the means of finding solutions is the problem.

Housing was the issue raised by two of the speakers: Professor W.M. Michelson of the Department of Sociology and the Centre for Urban and Community Studies at U of T, and Mrs. Rhoda Weltman of Staff Training and Development, Ontario Ministry of Corrections.

Professor Michelson, who has just completed a study on Toronto housing described at length the details of his study to determine whether individuals select themselves for certain environments or whether buildings are the determinant and define the people who live in them. He believes the key to the Satisfactory City, vis-à-vis housing, is a diversified and flexible housing market to accommodate diverse needs and life styles (rather than one or another of the dogmatic solutions facing the public today).

Playing the part of our city's social worker, Rhoda Weltman reiterated a familiar list of the city's disadvantaged. She pinpointed the areas where changes were needed. Her recommendations included a refocusing of the concerns of architects and planners responsible for developments. She would urge them to "end the isolation of public housing to build near transportation and other services, and to include parks and trees in their developments."

To some of those sitting and listening, the issues being debated may have seemed to be an irrelevant activity detached from the reality of action. The optimism of the speakers in the face of recent "reformist" failures may have seemed unwarranted to critical observers. Do they know if anybody out there is listening?

Eleanor Ward, a U of T graduate, is assistant director, Department of Alumni Affairs.

RHYTHM: the most basic of the elements...a heaven-sent gift'



Children can handle these special Orff instruments (above) before they can try a violin bow or piano keyboard. Boys and girls (right) combine speech and movement.



Jean Woodrow (left), who, with Judy Sills, brought an Orff class from Edmonton to U of T, directs the demonstration.



Dancers (below) show that rhythmic movement comes naturally



Poetry in motion, to music of metalophone and xylophone



Barbara Haselbach, professor, and Hermann Regner, director, of Orff Institute, Salzburg, talk to Adriana Genyk-Berezowsky, Faculty of Music student.

"As Carl Orff sees it, the primary purpose of music education is development of a child's creative faculty — the ability to improvise. Orff's starting point is rhythm, most basic of the elements. . . At our age, music and movement, text and tune must be consciously integrated. For children, however, they form a natural unit — a heaven-sent gift. . ."

So wrote the late Arnold Walter in the *Varsity Graduate* in 1962 after Orff, at Walter's invitation, first visited U of T to give a demonstration of his method of teaching music. It's a method derived from things children do naturally — speech, movement, songs, dances.

Professor Doreen Hall studied under Orff and translated his *Music for Children* into English. Last winter she organized a national conference of the Orff-Schulwerk Society of Canada, held in the Faculty of Music.

The guests included Hermann Regner, director, and Professor Barbara Haselbach, from the Orff Institute in Salzburg, and Mario Duchesne, professor of flute at McGill.

A notable feature of the program and the conference was a demonstration of the Orff method by a group of elementary school children from Edmonton.

WOMEN'S STUDIES

Continued

The goals of Women's Studies are attained at the point when the study of women is fully integrated into any existing program. To get to that point, intensive, specialized study will have to occur.

The study of women requires a sensitivity to the nature of women's exploitation. "It is a woman's fault if she is oppressed" is a common statement. It is similar to the kind of analysis represented by the statement that "the reason people are unemployed is that they do not want to work". Both statements tend to blame the individual for the faults of the socialization process and the economic system, and deny the existence of male chauvinism and poverty. If a student's attitude is that it is a woman's fault ..., he/she will have some difficulty with the subject matter in a women's studies course. The study of women at introductory levels cannot successfully proceed in an objective manner. It is easier to do so at an advanced level after much groundwork has been covered. Initially, attitudes have to be taken into consideration. At the same time personality traits present in the typical female role - passivity, dependence, insecurity, etc., - have to be accounted for in course planning. Some of these traits are found in the roles cast for students, as the teacher-student relationship involves passivity, deference, paternalism, etc. - which are also present in the male-female dynamic. Thus the classroom situation has to take into account the fact that many women students are not comfortable with the skills involved in presenting and arguing their cases. In most of the seminars in which they find themselves, male students or male professors usually do the talking. In general, most students do not expect to participate actively in the learning process.

Experiences affect seminar discussions

There is a difference in the experiences of students which perhaps colour seminar discussions in this kind of course more so than other courses. For example, an average daytime section is composed of 19 to 20 year old second year university students. An average continuing studies (formerly called extension) section is more likely to be made up of housewives, teachers, secretaries, etc., people who have had to confront societal images and expectations of them.

Younger women, on the other hand, have had limited contact with employers and less experience as mothers and wives. Their career expectations tend to be higher than most other women, and the reality of business practices have not been exposed to them. But at that time, they are making choices about careers which they can combine with marriage, children, and home-making.

The framework and activities of the introductory women's studies course, have their headquarters at Innis College, INI 260 - Women: Oppression and Liberation is taught this year by a team of six - Kay Armature, Barbara Cameron, Debra Curtiss, Margaret Luxton, Kathryn Peterson and Ceta Ramkhawansingh. The course is replanned each year by all the teaching staff, who now have about four years of experience teaching women's studies, and who all have different academic orientations. This method of planning makes easy the selecting of materials from sociology, history, psychology, economics, literature, anthropology, and so on. The disciplines are linked by exploring a variety of themes - images of women, socialization, family, work and work force participation, sexuality, social change, other cultures. Films, novels, poetry, political and historical documents are employed.

In the original course design, a lecture program, which was also open to the public,



Ceta Ramkhawansingh

was carried on. These sessions attracted up to 400 people weekly. The success of that program indicated at least two things. First, that people were interested and wanted to talk about the position of women in society, and, secondly, that the public would participate in programs which cost no more than what they have already contributed through taxation. The Women at Noon luncheon program, sponsored by the School of Continuing Studies at the Toronto Dominion Centre, gives further evidence of this. Those sessions have drawn more than 800 people every session.

The format of Women: Oppression and Liberation during 1974-75 is basically a seminar one. Besides class participation, the formal academic assignments are a book report, a research essay and an action project. Each student is required to engage in some activity which is not typically female (learn auto mechanics, carpentry, karate, etc.) or to become involved in some aspect of the Women's Movement (work at the Women's Information Centre, a day care centre, the mayor's task force on the status of women, for example). The purpose of this exercise is two fold: first, to put into practice the philosophy that activity is an important part of developing an analysis, and complements the more formal aspects of course work; second, to get students to confront sex-role stereotyping in areas specifically related to their experiences by engaging in action projects. Students are asked to keep a weekly journal, and to write a review and summary of their experience.

The activities that seem to have attracted the most participation are karate, judo and self-defence. Students uncomfortable about taking courses in the martial arts or self-defence usually justify it to themselves as being good exercise. Many of them say that afterwards they feel more confident, less clumsy and generally have better images of themselves. After taking self-defence, students feel that they could defend themselves if attacked; however, they would prefer not ever to be in that situation.

Some of the students who worked in day care centres found that they questioned their assumptions that little children have no identities. Many women grow up with expectations of being mothers without considering who or

what children are. Many children end up being extensions of their parents and have to fight to establish their own identities.

One male student once decided that he would learn to knit. He found someone to teach him, and carried his knitting around. He tried his knitting in such places as subways and classes, and observed other people's reaction to him, and his own hesitation about knitting in certain places. The primary concern seemed to be his image and masculinity. Similarly, women students who took the martial arts found it hard to adapt to themselves in other roles. At first they had difficulty with wrestling techniques and felt unco-ordinated using their whole bodies. The male student who knitted found that he had difficulty manipulating knitting needles, primarily because, unlike women, male dexterity is not developed. Both groups of students found that with practice they became quite skillful.

One female student tried to come up with an activity that men did that women did not do. (It seems that many times women are allowed to engage in many masculine activities, but men are not as willing to become involved in feminine projects.) She decided to smoke a pipe - to learn about pipes, tobacco, and to experiment in a number of situations. On no occasion was she told to put out her pipe, although her pipe smoking seemed to disturb many people.

Projects included attitude surveys

Projects have included attitude surveys in the Faculties of Nursing, Physical and Occupational Therapy, Physical Education; theatrical productions, studying motor mechanics, and so on. Students generally seem to have enjoyed their action projects. Many are shocked by attitudes they find that they have, and which they have never really confronted before.

Essay topics are not quite as adventurous as action projects. They play the same role in this course that they do in other courses - to involve students in research to present and organize their ideas and research material on a topic. In a women's studies course they need to learn to evaluate different feminist and social theorists. To do this certain types of questions need to be posed. What is the source of women's oppression? How did it start? How is this oppression perpetuated and by whom? What is the role of biology? How does the status of women change according to the economic organization of society?

The aspect of the course students seem to value the most is the emphasis upon developing a critical analysis. The fast pace of our society, the urgency to complete course material before exams, and to meet essay deadlines, seem to make it difficult for casual discussions about social issues to develop in university common rooms.

The study of women is not a study unto itself, but one which questions and challenges the basic values of our society, and as such provides a unique experience for many students.

Ceta Ramkhawansingh was an undergraduate student at New College and an executive member of Student's Administrative Council. She has been teaching in the Women's Studies program since 1971 and has taken a two-year postgraduate program at the Institute for Child Study.

"Women have served all these centuries as looking-glasses possessing the magic and delicious power of reflecting the figure of man at twice its natural size."

VIRGINIA WOOLF

For working women: OPPORTUNITY

When the Division of University Extension was renamed and reconstructed as the School of Continuing Studies in 1974, an annual public lecture series was created to publicize the School, which was created in order that the University of Toronto might most effectively identify and meet the community's life-long learning requirements. Although ordinarily the School charges a registration fee for its programs, since it must support itself entirely on fee income, once a year it offers a free series of lectures. In 1974, the inaugural series was *Patterns and Problems of Growth*. This year, in commemoration of International Women's Year, the School of Continuing Studies was proud to offer *Women at Noon: A Lunchtime Lecture Series on Issues for the Urban Woman*.

Like *Patterns and Problems of Growth*, *Women at Noon* was open to all members of the public, free of charge. The location of the series indicates something of a new direction for the School. It was felt that the program would be of particular value to working women, who, because of limitations of finances, and, more significantly, of their free time, might be unable to attend lectures on the University campus. Consequently, *Women at Noon* was held in the Cinema of the Toronto Dominion Centre, during the lunch hour.

The maximum attendance for *Women at Noon* was just over 1,000 people. The Cinema seat something more than 800 people, and it was often not merely filled, but packed with rows of standing spectators.

It might have been anticipated that the audience for *Women at Noon* would be predominantly youthful. In fact, this was not so: a wide range of ages was represented, and one of the most encouraging patterns was that of the older woman in a managerial position shepherding her younger co-workers into the lectures. A significant number of senior citizens was evident, suggesting that programs of this sort have universal applicability and appeal – and, also, suggestiveness of changing times and attitudes, a number of men were in regular attendance.

A great many people who had never heard of the School of Continuing Studies are now aware of its programs. A quotation from the questionnaires is a fitting conclusion: "There are several, like me, who never had opportunities, but are getting them now by your seminars. Thanks."

THE PICTURES ON THE COVER

The pictures were taken at one of the nine lectures held during the winter and early spring by the School of Continuing Studies under the general title "Women at Noon." 800 women and a handful of men were seen in the Toronto-Dominion Centre theatre listening to Dr. Barbara Landau of the Status of Women Council.



From left to right: Anne Yeats, daughter of the famed Irish playwright; Professor Robert O'Driscoll, co-editor of 'Yeats and the Theatre'; and James Flavin, chargé d'affaires, Irish Embassy in Ottawa, at the launching of the book in St. Michael's College.

Japanese dance-drama for his work: no money – No plays.

Richard Taylor contributes an essay on Nô drama, the text of the Nô play *Yoro*, and a comparison of it with Yeats' *At the Hawk's Well*. He warns that "the drama of Nô is a function of the theatrical presentation rather than of the dramatic quality of the poetic text". Perhaps this is why his outline of Nô production is so dull, while his comparison of the two texts is fascinating.

Flannery's valuable essay on Yeats' work at the Abbey shows that, in spite of his praise of inspired Irish amateurs, Yeats himself raised the Abbey's productions to professional excellence when he used Gordon Craig's stage designs and imported Nugent Monck from England as director. The record of Yeats' struggle to use Craig's huge moveable screens for his sets reveals that mixture of high art and low farce which characterized the two men's collaboration.

YEATS AND THE THEATRE

By Anne Tait

Yeats and The Theatre is a collection of critical essays and previously unpublished material, including three lectures Yeats gave in 1910, a fourteenth century Nô play which is the source for *At the Hawk's Well*, Yeats' first versions of *King Oedipus* and *Oedipus at Colonus*, and sketches and photographs of Gordon Craig's stage sets. At first the book seems an odd grab-bag, but the theme of "personality" as outlined in Yeats' first lecture ties it together. For him, personality is a man's mask, or the public expression in art in political action of his inner self.

For this public expression, Yeats turned to writing plays, managing the Abbey Theatre, and serving as a senator in Ireland. His accomplishments in the fields of theatre and politics were mixed, but the record of his engagement in them shows new and interesting light on this major poet.

Yeats' despair over his love affair with Maud Gonne had a lot to do with his turning from lyric poetry to the theatre in the early 1900s, but his theory of personality made it his next logical mode of expression. The advantage of a play is that it is not the direct expression of the writer's emotion; dramatic form distances and controls personal emotion. Yeats' three lectures make this clear. The secretary's record of their delivery, printed along with written drafts, is the more interesting because we get something of Yeats himself and his impact on his audience.

Yeats gave these lectures to raise money for the Abbey Theatre in one of its many financial crises. James Flannery's chapter suggests that many difficulties were as important as aesthetic convictions in Yeats' adoption of the austere model of early

tion. There is a very funny exchange of letters in which Yeats asks for precise instructions for finishing the surface of the screens, and gets wildly unrealistic instructions from Craig. They were not followed.

Yeats' expression of personality in the most public art, the theatre, ended in esoteric drawing room plays. In 1922 he entered a seemingly ideal forum for the expression of his personality in political action, the Senate of the new Republican government. Five years later he resigned. David Fitzpatrick's examination of his speeches, his voting record, and his shifts of allegiance within the Senate produces a disconcerting picture of the "sixty-year-old public man" losing faith in his social vision of a civilized and civilizing Anglo-Irish elite.

Through the theatre and politics, Yeats attempted to present his public personality, his mask, to the world. But the theater and politics are necessarily imperfect, vulgar – or the people. In the end, Yeats' plays are the antithesis of popular theatre; in the end, he felt no affinity with his fellow senators or the tide of democratic liberalism. He could not wear his mask. He took it off to live in "an outlawed solitude".

Yeats and The Theatre, edited by Robert O'Driscoll of the University of Toronto and Lorna Reynolds of University College Galway, is the first of four books to be published in the *Yeats Studies Series*. The book is primarily for specialists, but the informed layman will find fascinating chapters in it.

Yests and The Theatre, Macmillan Company of Canada 1975, 287 pp.

Anne Tait, graduate of Victoria College, worked in television drama production, then returned to U of T for an M.A. She is now a teacher, freelance writer, and stage director.

SKVORECKY: He must write to live

Continued

anything for five years, but he got around this obstacle by using a friend's name.

Why did the Communist authorities despise the novel? For one thing, Danny, the man, the autobiographical character, had been depicted by Skvorecky as preoccupied with jazz and thoughts of female companionship, something government officials considered sacrilegious. After all, weren't the Communists at this time busy driving out the Nazis and liberating Czechoslovakia?

That wasn't all. Skvorecky had also been honest in describing soldiers of the Red Army as unwashed, prone to sprinkling their dialogue with four letter words, and not above saving a good watch when they saw one. Moreover, the Czech officials had taken exception to Skvorecky's description of the Red Army's mode of travel – horse and wagon. Only the elite troops had tanks, Skvorecky had been forced to point out in his defence.

"The amazing thing is that this Red Army beat the Nazi army, considered at the time as being the best in the world," says Skvorecky. He argues that the book also gives Communists their due, something censors probably missed because it wasn't grossly overstated.

"There is a chapter in the book which describes the fight for a railway station. The Communists were the only ones to offer the Nazis any resistance, but somehow the critics missed this."

"I didn't use bombastic, flowery language," Skvorecky says, explaining the reason for the government's criticism. "You must understand that in Russia the word understatement is unknown – there you have to be pathetic. So the style of the novel and its attitude were alien to any concept of socialist realism."

But the people of Czechoslovakia apparently showed a better sense of appreciation for fine literature. As soon as the word had been given for policemen to pick up the remaining copies of *The Cowards* from the bookstores, merchants quickly hid their copies, and told police they were sold out. Later, these copies were sold to trusted friends.

Skvorecky also remembers an amusing incident when he once went into a drugstore to have a prescription filled. The woman at the counter, realizing who he was, had been prompted to ask Skvorecky if he would autograph her copy of *The Cowards*. But that, she explained couldn't be done until the next day because the book wasn't with her.

The following day Skvorecky came back. The woman then proceeded to haul out seven thick volumes of photo paper, almost two feet high. "People use ordinary cameras to photograph novels that are generally considered to have literary worth," explains Skvorecky with a smile.

But in spite of his troubles with government officials, Skvorecky still considers himself a socialist.

"Make no mystery about that," he says. "Some of us died during the Dubcek era to combine the best aspects of socialism with the good aspects of a liberal society. Yugoslavia is a good example that a socialist government will not tumble down if there are such things as freedom of the arts. Nor do I believe there should be only one party in a socialist country."

In Canada his time is spent on teaching and writing. Since his arrival in 1969 Skvorecky has written three novels, a book of short stories, a travelogue, and a book about Czech cinema, *All the Bright Young Men and Women*, which was critically acclaimed, and is soon to be released in paperback.

None of Skvorecky's ten novels has been written in English, however, although they have been translated into several languages, including Japanese. "I use idioms – lots of slang – and it is difficult to write like this in two languages without having been born into an environment where both are spoken."

Nevertheless, during a recent showing of the film *End of a Priest* for which Skvorecky was co-author of the script, and which he introduced to an audience on campus, he expressed the desire that maybe some day he would have a chance to write a script for a Canadian film. I for one hope that what we call fate has this in store for Joseph Skvorecky.

Bob Steklis, B.A. (Laurelton), is a writer whose usual preference for subjects is science.

'From strength to strength'

THE BISSELL CHAIR

"My frank appraisal is that the Claude Bissell Chair in Canadian-United States Studies will move from strength to strength and will in time become the most widely known university chair in Canada."

In these words Dean Robert A. Greene of the Faculty of Arts and Science summed up his opinion of the effectiveness of the first two years of the Bissell Chair, which had been made possible by the gifts of alumni in the United States to the Associates of the University of Toronto Inc.

The idea of a chair in Canadian-American studies grew from a conference on campus in November 1971 when 20 invited delegates from among the 150 living in the U.S. discussed how best the 25th anniversary of the Associates in 1972 might be celebrated. In the conditions then prevailing, the value of such a project was evident. It appeared to be appropriate to give the chair the name of the retiring President of the University, who had been a professor of Canadian studies at Harvard and who had made it a point to visit alumni branches in the U.S. and was widely known among foreign students living there.

Wilfred J. Wilson and William H. Palm were joint chairmen of a campaign committee and an appeal for funds was launched. Now the solicitation has been completed and the Associates have allocated \$600,000 of their general funds as an endowment trust for the Bissell Chair. For the foreseeable future this will carry the expense of maintaining at least one distinguished visiting scholar each year on the University staff.

The first holders of the Chair, in the 1973-74 academic year, were Wallace Stegner, historian and conservationist; Richard Caves, of Harvard, expert on economics, trade, and policy analysis. The appointees in 1974-75 was Hugh Atken, historian in the technology of communications. The Bissell professor in 1975-76 will be Andrew H. Clark, Universi-

ty of Wisconsin, historical geographer, whose work is justly famous.

During their terms, the visiting scholars gave lectures, held seminars, taught formal courses, did research, and established informal contacts with students and faculty alike.

"The breadth of their interest and scholarly knowledge has been very great," commented Dean Greene, "and there was considerable interest in many departments and institutes in this Faculty in their presence on campus." The Dean recalled that the novelist, W.O. Mitchell, was Writer-in-Residence while Professor Stegner was here and that they were acquainted with each other. Later in the year they appeared together at a panel discussion. The combined presence of two major scholars who have concentrated their writing on the Canadian West and the American West was truly extraordinary."

Graduate Dean A.E. Safarian has expressed his views on the value of the Chair.

Dean Safarian noted that each scholar, according to his discipline, brought a world view of his subject to his studies in Canada. "I doubt whether we could have attracted any one of these persons here permanently in the past few years and, given the financial situation of the universities, I am quite certain we could not do so in the near future. By no stretch of the imagination could the University of Toronto have attracted the chairman of economics at Harvard [Prof. Caves] had that position as a full-time member of our faculty with the kind of remuneration we could afford. One can have no idea of the prestige the presence of Caves has lent to us."

Like Dean Greene, Dr. Safarian summed up his view of the Claude Bissell Chair and its incumbents:

"Each has done important work on Canada and has added greatly to the reputation of our faculty and the students of this University immensely."



GRACE MACINNIS, former M.P. and daughter of James S. Woodsworth, one of the founders of the C.C.F., speaks at Convocation after receiving an honorary degree. During her stay on campus, Dr. MacInnis received a bust of her father, by Rosemary Ferguson, from Audrey Hayes, president, on behalf of the Woodsworth College Alumni Association.

ALUMNI ON GOVERNING COUNCIL

The College of Electors reports

Frances A. Barten and John G. Cowan have been elected as alumni representatives on the Governing Council and Patti Fleury has been re-elected, the Alumni College of Electors has announced. All three will hold office for three years, from July 1. Mrs. Barten and Mr. Cowan succeeded Ian Tate and Harry Riva.

Mrs. Barten, 1933 M.A. in physics, long active in the affairs of Trinity College, is a member of Trinity Council. She was an elected member of the Senate from 1964 to 1972 and has been a director and chairman of the scholarship committee of the U of T Alumni Association. Mrs. Barten has also been a co-opted member of the Academic Affairs Committee of Governing Council. She has long been a teacher of mathematics and

science and now heads the math department at Bathurst Heights Secondary School.

John Cowan, B.Sc. '61, with honours in industrial engineering, has been a leading figure in the Engineering Alumni Association since graduation. For six years he edited the Engineering Alumni News and was president of the EAA in 1973-74. He is president of JGC Enterprises Limited, and of Industrial Electro-Plating Services Ltd., and vice-president and general manager of Everest and Jennings Canadian Limited.

Patti Fleury, Rehab. Med. '58, was elected originally to the Council in 1972, when it came into being, after four years on the Senate. Mrs. Fleury is a part-time instructor at Scarborough General Hospital.

Restoration of the carillon

Percival Price, emeritus professor of campanology, University of Michigan, and first Dominion Carillonneur for the Peace Tower bells in the Parliament Buildings at Ottawa, says there is a great need for Canadian carillonneurs.

Unless more students are attracted to the study of campanile music, he told a meeting held by the Committee for the Soldiers' Tower Carillon Fund, Canada will lose its place in the world in this special field of music. A university, he said, is the best place in which to develop

the art of the carillon as a part of education in music.

Percival Price hopes too for a museum of campanology in Canada, a dream he insists must come true. He explained why: the original 23 bells in Soldiers' Tower, which were cast in England, are priceless; the 19 bells added in 1952 were unfortunately never quite in tune with the original 23. He suggests that the University's physics department be asked to make separate tape recordings of each of the reported bells for deposit in the University's archives.

The restoration of the carillon is being made possible by the Carillon Fund, the chairman of which Mrs. Harold S. Beddoe, which has raised just over \$30,000 of the \$40,000 required. The deadline for the installation of the new bells is September of this year — the 50th anniversary of the graduation of the last classes that served in World War I. The Fund is still open for contributions (which are tax deductible). Remittances should be made payable to Varsity Fund — Soldiers' Tower Carillon Fund and sent to Varsity Fund, University of Toronto.

EDUCATION ALUMNI

Organized last June, the Faculty of Education University of Toronto Alumni Association is trying to make contact with the 35,000 old grads of the Faculty and its predecessor, the Ontario College of Education and the College of Education. "The formation of FEUTAA warrants the attention of all those involved in education," says Bill Higgins of the new association executive.

Nationalism and universities Alumni Advisory Conference

This year's Alumni Advisory Conference of the University of Toronto Alumni Association will be held May 3, 1974, to examine the problems of "Nationalism and Canadian universities," with the Hon. Walter L. Gordon, Cabinet minister in the Pearson government, now Chancellor of York University, as the keynote speaker.

The two day conference brings together on campus each spring a sizeable group of alumni, faculty, administrators, and students to explore an issue of relevance to the University of Toronto. The deliberations are summed up and submitted to the President of the University as an indication of current alumni thinking on the issue.

The first day session (Friday the 3rd) will focus on alumni branch affairs, with Norman James, Vice-President-External Affairs, as the luncheon speaker, and Prinepal Arthur Kruger of Woodsworth College and Graduate School Dean A. E. Safarian speaking in the afternoon.

Everyone gathers Friday evening in the Medical Sciences Auditorium to hear Dr. Gordon and see the presentation of the Miss Scholarships, the alumni and others interested invited to be present.

The second day will be four one-hour workshops on Saturday the 3rd, in the New Academic Building, Victoria College. The workshops will each examine a different issue: *Curriculum* — leader, Dr. A. B. Hodgetts, co-director, Canada Studies Foundation; resource person, Dean Albert Rose, Social Work; *Faculty* — leader, Professor Shelly Small, Sociology; resource person, Professor Charles Hanly, Philosophy; *Admissions* — leader, Eric McKee, director, International Students' Centre; resource person, Associate Dean R. E. Jarvis, Applied Science and Engin-

eering; *Nationalism and technology* — leader, Associate Dean Edward Lielewel Thomas, Medicine; resource person, Wallace Joyce, University College Alumni Association.

After the workshops, to conclude about noon, the annual meeting of the UTAA will be held in Lecture Room 3 and all the participants will have lunch together in Burwash Hall, Vic.

For further information and registration, get in touch with Alumni House, 47 Wilcocks Street, Toronto MSS 1A1, or call (416) 928-2367.

'The hard decisions ahead'

"The hard decisions ahead" — that's the thought-provoking title of a unique alumni seminar offered by the School of Continuing Studies in co-operation with the U of T Alumni Association and the Department of Alumni Affairs on May 9 and 10, in Wetmore Hall, New College.

What are the questions? What are the answers? Some of the University's most notable scholars will tackle them, beginning with Prof. Arthur Porter, chairman of Industrial Engineering, who, on the evening of Friday the 9th, will indicate how the hard decisions are interconnected.

Vice-President Jill Conway on the morning of the 10th will say whether democracy in education is "practical utopia or popular folly," after which Associate Medical Dean E. Lewellen Thomas will speak about health care education — "who, why and how?" After lunch, Prof. Kenneth Hale, director, Institute for Environmental Studies, will be on the "yield of the earth: do we face imminent exhaustion?" and Dean of Law Martin Friedland will discuss "Justice — can and should law keep up with changes in society?" After an open discussion, President John R. Evans will sum up.

The cost of the entire seminar, including lunch and coffee, is \$1.50 a person. Cheques should be made payable to University of Toronto. Remember — registration is limited. For further information and registration, call or write to School of Continuing Studies, 928-2400.

THE READER WRITES . . .

"The Reader Writes" is for readers of the Graduate. Letters of approval, of disapproval, of comment, or information, are invited. When space is limited, brief letters on subjects of wide interest may be given priority.

ARTHUR BRODEY. Pharm. '43, Samia, sent a cheque with the following letter. His gift, for which, on behalf of the University, the editor offers warmest thanks, has been passed on to the Varsity Fund.

I am sorry that the University is facing a mammoth "financial crunch." Maybe now is the time to place "fritter away" money in a place where it counts. I read the Graduate with interest - Club of Gnu, etc., Please place the money in some fund, preferably the library. I am sorry the amount is small.

PETER RUSSELL, Principal of Innis College, comments on a recent letter dealing with faculty salaries.

Professor Ian Drummond, in commenting on the Rev. Graham Cotter's article (*Graduate, October 1974*) argues that the University should not reduce the real incomes of faculty as a means of coping with the current budgetary squeeze. Professor Drummond claims that his position is based on "certain facts" which Mr. Cotter ignores. These "facts" are essentially that the University's well-being depends above all on its ability to attract and retain first-rate staff and that its ability to do this depends on its salaries remaining competitive with those of other professions and institutions which bid for "high level" talent. Professor Drummond's position may represent the conventional wisdom of most academics but it does not rest on "certain facts." It rests on certain "assumptions" which are in conflict with other considerations that can be brought forward to support Mr. Cotter's position.

With regard to competing considerations? First, with little or no economic growth in our society and an escalation in the rising expectations of lower income earners, it could be argued that redistribution of income can only take place by reducing the real income of higher income earners. Secondly, one can argue on ethical grounds that this redistribution ought to take place, or on more practical grounds that if it doesn't, very coercive measures will be required to maintain social order. Thus, on certain assumptions a case can be made for some reduction of real incomes at the upper levels in our society.

But why should the best University professors and administrators lead the way and be the sacrificial lambs in the reduction of real income at the top? They should only do so for a year or two and only within a policy framework which called for a general reduction of real incomes at the top through more general government policies. Socially responsible academicians should lead the way by example and argue to such a change in public policy. A University-wide policy for a 7% cut which increased salaries in real income of University staff over say \$20,000 on a graduated basis might, as Professor Drummond suggests, cost the University the services of some valuable staff members, especially at the upper salary levels in the professional faculties. But I do not think this would amount to a mass exodus and, on the other hand, I believe there are many extremely talented younger scholars anxious to obtain positions at the University of Toronto even at "depressed" salary levels.

One further reason for giving Mr. Cotter's position further consideration before subscribing wholeheartedly to Professor Drummond's "facts", is that the choice before Ontario universities may soon be whether to maintain real incomes (or close to real incomes) all the way up the salary scale or maintain University employment at present levels. Unfortunately as it may be for the Government of Ontario (supported, I believe, by a firm majority of tax-paying voters) to impose such a choice on the universities, it is far from self-evident to me that given

such a choice we should choose salaries over jobs.

LINDA M. SWEETING, '64 Vic (P & C), M.A. '65, Ph.D., assistant professor, Towson State College, Baltimore, Md., writes about U of T's financial troubles, described in the January Graduate.

I am glad to see that funding for the University of Toronto is continuing at a reasonable level: a 16.9 per cent. increase for 1975-76 over 1974-75 is sufficient to allow for inflation and permit program increases. However, what is concerning is namely, the popularity with students of the humanities is declining everywhere, including the University of Toronto, while the popularity of science and of career-oriented programs is increasing. It is unlikely that this trend will be reversed so long as high unemployment rates continue. Hard decisions must be made about distribution of resources.

Cuts must be made, those cuts must be made so as to minimize the effect on the students. My experience is that there are always possibilities for greater efficiency and thus less expense in administration in every educational institution. It is not necessary to cut back on faculty when budgets are less than luxurious. Unfortunately, administrators control the purse-strings in institutions of higher learning and are not always aware of the needs for financing their personnel staff to facilitate the educational process. Why? Administrators become totally isolated from the constituency executive keeping them fully informed of all matters pertaining to the Fund including defining and obtaining agreement on projects of particular interest to the constituency.

Two key elements in the new structure are direct participation by alumni in all Varsity Fund activities and significantly closer co-operation between the University and student and academic administrators and the appropriate university organization in this endeavour.

Addressing a meeting of the UTAA presidents in February, Mr. Moore said:

"There is an opinion among some

THE VARSITY FUND A new direction, a new look

Problem: "The University may not have put its story together in a sufficiently convincing way, and the machinery of alumni fund raising has been separate from the real alumni organization."

Solution: "The alumni should participate directly in discussions about tables of needs, setting of objectives, types of programs and organization of campaign workers. Since they are the source of funds they are best qualified to assess the impact of campaigns."

These two statements, the first by President John R. Evans and the second by Robert F. (Bob) Moore, the new chairman of the Varsity Fund, succinctly explain the rationale for the recent reorganization of the Fund's structure and activities.

Responsibility for the operation of the Fund has been assigned to the Department of External Affairs which in turn looks to the direction of a new 14-member board of directors representing all constituent alumni groups in the University. A 10-member executive committee meets monthly to reassess needs and priorities, and also to co-ordinate the various fund-raising projects proposed by the constituency organizations.

A major responsibility in the new structure falls upon the various constituency campaign co-ordinators, who participate as constituency spokesmen in all discussions and negotiations with the President and other administrative heads of the University. There is an agreement on projects to be funded and a plan, and also an liaison with their own constituency executive keeping them fully informed of all matters pertaining to the Fund including defining and obtaining agreement on projects of particular interest to the constituency.

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"There is an opinion among some

alumni that the University spends a great deal of money to raise a limited amount and they resist becoming part of such an operation. This is mainly based on ignorance, which can best be overcome by participation.

"If faculty are aware that alumni have a direct influence on their having the facilities and personnel they need to meet a standard of excellence, they will be more inclined to support their endeavours, which in turn will lead to more alumni participation and support."

Drawing on his experience as a former president of the Engineering Alumni Association and as a member of the Varsity Fund board since the early 1960s, Mr. Moore suggested that an inevitable result of such increased alumni participation "will not be merely greater financial benefit to the University, but expanded opportunities for active involvement on the part of a wider group of people."

Mr. Moore is a vice-president of Stevenson and Kellogg Limited, management consultants, Toronto.

Under the new system, the faculty and alumni in a typical college or professional faculty will jointly consider project priorities and funding programs. Thus, in place of a general funding approach over a diffuse base, there will be a well-organized appeal concentrated among a group of alumni who have some attachment to the academic program concerned and like to identify better with the project and the personnel involved in it.

An "enthusiastic, committed financial supporter is one of the best representatives an institution can have," Mr. Moore



Bob Moore

told both the UTAA presidents and a meeting of senior academic administrators. He suggested the new opportunity for increased involvement will help to meet a second objective of the University for its alumni - to act as "interpreters" of the University to the community.

The campaign co-ordinators represent their constituencies on the Fund board, thus providing direct alumni input into decisions on the planning of funding campaigns and the projects to be assisted.

Endorsing the Varsity Fund's "new direction," Dr. Evans said: "I am most encouraged by the increased alumni role coming at a time when the University is facing both a four-year-old government-imposed freeze on capital spending and also a reduced annual operating budget as a result of changing government spending patterns."

"Confronted with these financial problems, we may be tempted to adopt a defensive posture and freeze our own process of academic development and adaptation to changing needs," said Dr. Evans. "To do so, however, would be a repudiation of our tradition d'etre and, for this reason, we are vigorously searching for new sources of financial support in order to launch important new projects and, at the same time, trying to improve the effectiveness with which we deploy our existing resources."

Without a positive change in government funding policy, Dr. Evans added, all Ontario universities face the "grim prospect" of dismantling a significant part of their operations. "In 1976-77, the University of Toronto is still in residence than most of the institutions in the province but there is a limit to the extent of accommodation which can be made without serious impairment of the quality and diversity of the academic programs and loss of the enthusiasm and commitment of our staff."

A more dynamic and effective Varsity Fund is one obvious solution.

UTAA ANNUAL MEETING

The annual meeting of the University of Toronto Alumni Association will be held in Lecture Room 3, New Academic Building, Victoria College, at 12 noon Saturday, May 3.

The meeting will include ratification of activities of the Directorate in the past year, treasurer's report, report of the nominating committee and election of officers, amendments to the constitution, ratification of committee chairmen, and other business.

All alumni are welcome. Those planning to attend are asked to notify Alumni House (928-8991) by May 1.

Varsity Fund tours begin May 26

The Varsity Fund tours of the St. George campus, long a summer tradition at U of T, begin on Monday, May 26, and continue Mondays to Fridays, until August 29. Tell your friends about the tours and take one yourself - there's no charge, and you'll enjoy the sights as they are explained by attractively garbed student guides. The assembly point is University College.

The new Provost



Dr. Donald A. Chant, chairman of zoology in Arts and Science, one of the prime forces behind the nationally-known Pollution Probe, on July 1 becomes the senior academic officer of the University, after the President. Dr. Chant will be Vice-President and Provost when Professor Donald Forster moves to the University of Guelph as president.

When Jill Conway leaves Toronto June 30 to be president of Smith College in Massachusetts, her place as Vice-President, Internal Affairs, will be taken by Frank Iacobucci, associate dean of Law.

Other major appointments: John C. Ricker, B.A.'47, M.A.'49, as dean of the Faculty of Education, succeeding Harry O. Barrett, who has retired, and Max B. E. Clarkson, B.A.'43, Scottish-born chairman of Graphic Controls Inc., and long active in business education, as dean of Management Studies. Mr. Clarkson will replace John Crispo, who is returning to full-time teaching and research.



Mrs. Wilson

Mr. James

Mrs. MacLaren

Miss Macdonald

Three women in key University positions

Three women have been appointed to new management posts in the University's Office of External Affairs, Vice-President Norman James announces. The appointments coincide with the re-organization of two of the three External Affairs departments to provide an expanded public relations activity and more effectively cope with changing times and needs.

Elizabeth Wilson, B.A.'57, once the award-winning editor of Trinity's Convocation Bulletin, has moved from the External Affairs office to be director of Information Services, the new name of the University News Bureau. Information Services has been given the responsibility

for a more vital public relations operation, headed by *Nona Macdonald*, St. Michael's graduate, formerly public relations manager of Ontario Place, who had seven years' experience in PR with Time Inc. in New York.

Lee MacLaren, a graduate of Vassar, has been an economist with the federal government in Ottawa and is on the United Way executive. Mrs. MacLaren is director of a new department of Private Funding, which replaces the Development office. The Varsity Fund is now a responsibility of Alumni Affairs, under Bert Pinnington as director and Bill MacPherson as assistant director.

UNIVERSITY OF TORONTO

graduate

Department of Information Services,
University of Toronto,
Toronto, Ontario, Canada MSS 1A1.

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